

2005 PAAP Mathematics Entry Slip for Content Standard

I

Student Name: _____

Grade: _____

STEP 1

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard.
See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.

Task Specific ☐

The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

Not Task Specific ☐

The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

STEP 2

Circle the ONE PAAP Rubric Level used by the student to complete work for this Content Standard.

Rubric Level 1

Rubric Level 2

Rubric Level 3

Rubric Level 4

STEP 3

• Circle the ONE Content Standard and the ONE Performance Indicator used by the student to complete the work for this Content Standard Entry.

MATHEMATICS

A. Numbers & Numbers Sense	1	2	3	4		
B. Computation	1	2	3	4		
C. Data Analysis & Statistics	1	2	3	4	5	
D. Probability	1	2	3	4		
E. Geometry	1	2	3	4		
F. Measurement	1	2	3			
G. Patterns, Relations, Functions	1	2	3	4		
H. Algebra Concepts	1	2	3	4	5	6
I. Discrete Mathematics	1	2	3	4		
J. Mathematical Reasoning	1	2				
K. Mathematical Communication	1	2				

CONTENT STANDARD ENTRY IS COMPLETE WHEN:

- ☐ Steps 1-3 on this Entry Slip have been completely filled out.
- ☐ Two Task Descriptions are completely filled out and accompany this Entry Slip.
- ☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
- ☐ Two pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 12 points, accompany this Entry Slip.
- ☐ Accompanying student work is corrected.

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one):	ELA	<u>Mathematics</u>	Science & Technology
Content Standard:	<u>1</u>	Performance Indicator: <u>2</u>	Rubric Level: <u>1</u> Rubric Page# <u>Math 19</u>
Assessment Format (as listed in <i>PAAP Framework of Assessment Formats</i>) Check all that apply:			
Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Performance Based <input type="checkbox"/>			
Source of Task: <u>PAAP Task Bank</u>		Points for Task: <u>6</u>	
Task Title: <u>Mix It Up (adapted from MAP item)</u>			<div>Media</div>

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **first task** for this Entry required the student to complete the list of components in an organized list and describe how the organized list was made.

Student may dictate answers.

Prior Knowledge and Skills Required:

The student needed to understand how to use an organized list.

Teacher Role in Task:

 (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher provided a template to use in describing a given organized list

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

_____ = correct

% Correct _____

1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

Other Information: (ex., Clarify how the point value of the task was determined.)

Mix It Up

Category 1



Green shirt

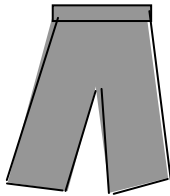


Blue shirt

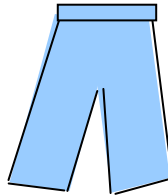


Red shirt

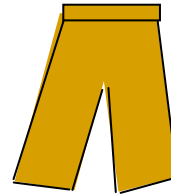
Category 2



Gray pants



Blue pants



Brown pants

Below is Organized List #1, which is based on the elements in the categories above. Please fill in the blanks with the elements that are missing.

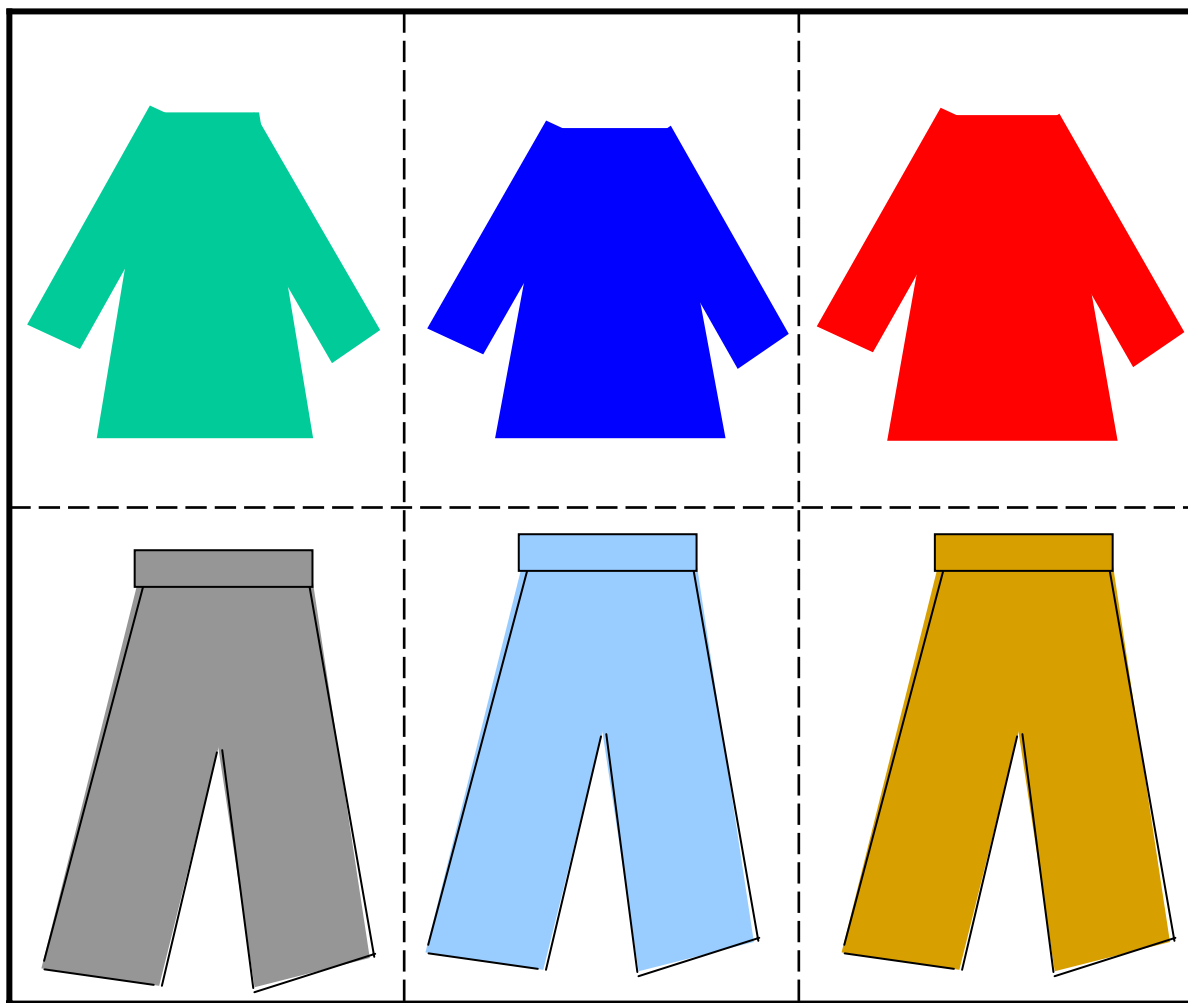
- | | |
|--------------------------------|-------------------------------|
| 1. Green shirt and gray pants | 2. Green shirt and blue pants |
| 3. _____ shirt and brown pants | 4. Blue shirt and gray pants |
| 5. Blue shirt and blue pants | 6. Blue shirt and brown pants |
| 7. Red shirt and _____ pants | 8. Red shirt and blue pants |
| 9. Red shirt and _____ pants | |

Write a paragraph (3 sentences minimum) on the lines below describing how Organized List #1 was made:

% Correct _____

Organized List Element Cards

The cards below are provided to cut and use as manipulatives for students who need them to answer the questions in this task.



2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one):	ELA	<u>Mathematics</u>	Science & Technology
Content Standard:	<u>1</u>	Performance Indicator: <u>2</u>	Rubric Level: <u>1</u> Rubric Page# <u>Math 19</u>
Assessment Format (as listed in <i>PAAP Framework of Assessment Formats</i>) Check all that apply:			
Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Performance Based <input type="checkbox"/>			
Source of Task: <u>PAAP Task Bank</u>		Points for Task: <u>6</u>	
Task Title: <u>Mix It Up (adapted from MAP item)</u>			<div>Media</div>

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **second task** for this Entry required the student to complete the list of components in an organized list and describe how the organized list was made.

Student may dictate answers.

Prior Knowledge and Skills Required:

The student needed to understand how to use an organized list.

Teacher Role in Task:

 (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher provided a template to use in describing a given organized list

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

_____ = correct

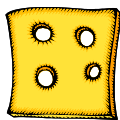
% Correct _____

1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

Other Information: (ex., Clarify how the point value of the task was determined.)

Mix It Up

Below are two categories of items that serve as the basis for
Organized List #2.



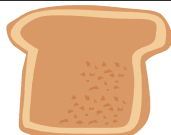
Cheese



Bologna



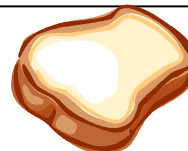
Tomato



**Wheat
bread**



Roll



**White
bread**

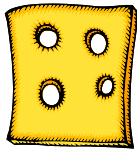
Below is Organized List #2, based on the elements above. Please
fill in the blanks with the elements that are missing.

In a paragraph (3 sentences minimum) describe how Organized List
#2 was made.

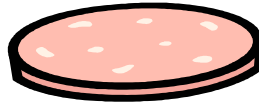
% Correct _____

Mix It Up

Category 1



Cheese

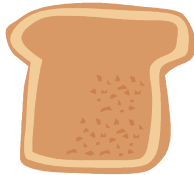


Bologna



Tomato

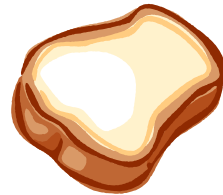
Category 2



Wheat bread



Roll



White bread

Below is Organized List #2, which is based on the elements in the categories above. Please fill in the blanks with the elements that are missing.

- | | |
|---------------------------|----------------------------|
| 1. Wheat bread and cheese | 2. Wheat bread and bologna |
| 3. Wheat bread and _____ | 4. Roll and cheese |
| 5. Roll and bologna | 6. _____ and tomato |
| 7. White bread and cheese | 8. White bread and bologna |
| 9. _____ bread and tomato | |

Write a paragraph (3 sentences minimum) on the lines below describing how Organized List #2 was made:

% Correct _____

Organized List Element Cards

The cards below are provided to cut and use as manipulatives for students who need them to answer the questions in this task.

